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ABSTRACT

This document describes the vocational assessment, support services, and guidance activities requirements of the Carl D. Perkins Vocational Education Act under the Criteria for Services and Activities for the Handicapped and for the Disadvantaged, Section 204. It begins by defining those students eligible for these program activities and services. Required services and activities are then discussed. Vocational assessment is considered in terms of who is responsible; who, when, what, and how to assess; and use of the data. A discussion of vocational support services includes these topics: support centers, support teachers, and models of supplemental services for limited English proficient students. Guidance and counseling activities are suggested. Coordination of services with the Job Training Partnership Act is briefly addressed. Appendixes, amounting to over one-half of the document, include assessment forms, a list of assessment instruments, a special needs student profile, a form for a comprehensive analysis of a vocational training program, forms for prescribing vocational support services, and a list of selected sources of bilingual and non-English vocational materials. Also attached is a chart showing the planning/placement process as it relates to the vocational assessment of handicapped students. (YLB)

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SERVING SPECIAL NEEDS STUDENTS IN VOCATIONAL EDUCATION (THE CARL D. PERKINS VOCATIONAL EDUCATION ACT PL 98-524)

Texas Education Agency
Austin, Texas 78701

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SERVING SPECIAL NEEDS STUDENTS
IN VOCATIONAL EDUCATION

Of the funds available under Title II Part A of Public Law 98-524, The Carl D. Perkins Vocational Education Act, 10 percent is allocated for handicapped and 22 percent for disadvantaged individuals. The federal share of expenditures (50 percent) for handicapped and disadvantaged shall be used only for supplemental or additional staff, equipment, materials, and services which are not provided other individuals in vocational education but are essential for handicapped and disadvantaged individuals to participate in vocational education. If the conditions of these students require a separate program, federal funds may be used to pay 50% of the cost of the program's services and activities which exceed the eligible recipient's average per pupil expenditure for regular vocational services and activities. Regulations governing documentation of the proper expenditure of these funds require: proper identification of students with special needs, documentation of the services needed by individual students to benefit from vocational education, and a record of amounts of federal funds spent for these services.

Student Eligibility

Students who are eligible for these program activities and services include the following:

Handicapped students are those individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Educationally disadvantaged students are individuals who are one or more years below grade level in acheivement in three or more academic classes or have a composite score on a standardized test indicating below grade level performance. An academically disadvantaged student in vocational education will be determined at the secondary level as those students enrolled in remedial programs in mathematics, English, language arts, or reading. Students who are found to be one or more years below grade level in achievement in three or more academic classes or have a composite score on standardized tests that is below grade level will be eligible for CVAE programs.

Economically disadvantaged students are members of economically disadvantaged families whose annual income is at or below the official poverty line and/or are eligible for free or reduced-price school lunch. To be eligible for work study, each student must have a vocational assessment which is administered under the supervision of certified counselors.

Limited English proficient (LEP) students are individuals who are members of a national origin minority and who do not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include: (1) individuals who were not born in the U.S. or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding

instruction in the English language. A person with "limited English proficiency" can be identified as a student participating in an English as a second language (ESL) or bilingual program or scoring low on an English proficiency test. Such students, because of their language deficiency, require special services to succeed in vocational programs.

Required Services and Activities

Local education agencies who request federal vocational funds for handicapped and/or disadvantaged students are required to provide the following services and activities for these students enrolling in vocational education programs:

I. vocational interest and aptitude assessment prior to selecting a vocational program,

II. provision of special services designed for individual students based on the special needs identified by the vocational assessment,

III. guidance/counseling activities conducted by certified counselors including career development, vocational assessment, and services designed to facilitate the transition from school to post-school employment.

A vocational support system may be designed to provide the special services needed by identified students. The services should include but not be limited to: (1) vocational assessment including equipment materials and personnel, (2) support services including specialized equipment material and/or personnel, (3) guidance counseling activities including materials and personnel, and (4) services for limited English proficient (LEP) students. The support system may serve handicapped, disadvantaged, and LEP students. The funding for such a system should be prorated according to the number of students served in each category (handicapped, disadvantaged, and LEP).

I. Vocational Assessment

Vocational assessment is a comprehensive student-centered process conducted over a period of time involving a multidisciplinary team approach, with the purpose of identifying individual characteristics, strengths and weaknesses, and education, training, and placement needs. It is an ongoing process that occurs throughout the student's vocational programs. Vocational assessment is the collection of data which are used to make goal setting, programming, and placement decisions. This process of data collection provides the student with insight into his or her vocational potential and provides educators the basis for planning a student's vocational program. An overview of vocational assessment is provided in the table, "The Nature of Vocational Assessment," found on the following page.

Who Is Responsible

According to federal legislation, Carl D. Perkins Vocational Education Act, the local district has the responsibility of providing vocational aptitude and interest assessments for all handicapped, educationally disadvantaged, economically disadvantaged, and LEP students who participate in vocational education programs. Federal vocational funds may be used toward the cost of vocational assessment. Vocational education personnel should coordinate the purchase of vocational assessment instruments in consultation with special education personnel since some of the assessment instruments may serve both academically disadvantaged and handicapped students.

THE NATURE OF VOCATIONAL ASSESSMENT

VOCATIONAL ASSESSMENT WILL...		
Assess...	**Using...**	**To Recommend...**
Vocational Interest	Interest tests Tour of vocational programs Work samples Job tryouts	Specific vocational training areas
Dexterity, coordination, and physical skills	Dexterity Physical ability tests Work samples Medical records	Vocational Program placement level (resource, disadvantaged, or regular vocational classroom)
Prevocational and functional life skills	School records Checklist of skills filled out by teacher Observation during testing Work samples Job/classroom tryouts	Job Placement Teaching techniques and curriculum modifications
Vocational learning style	Work samples Job/classroom tryouts	Training in prevocational and life skills
Basic education skills	Diagnostician's report Teacher checklists Work samples	Training in work adjustment skills (work behaviors, attitudes, habits)
Vocational aptitude and ability	Dexterity tests Pencil and paper aptitude tests Diagnostician's report Checklist of life skills Work samples Job/classroom tryouts	Additional community support services

From: "A Handbook for Vocational Special Needs," unpublished, developed by the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, under contract to the Department of Occupational Education and Technology, Texas Education Agency.

Administrators from each district must assign personnel the responsiblity for vocational assessment of students with special needs. The qualifications and job responsibilities for professional personnel should be considered when making this assignment. Diagnosticians, counselors, and/or other personnel may be assigned to administer the vocational assessment. Vocational assessments for handicapped, disadvantaged, and LEP may be the responsibility of a single person or be assigned to different personnel as either a part-time or a full-time activity.

When using federal vocational funds for vocational assessment, time and effort records must be maintained. The prorated time spent serving the handicapped, disadvantaged, and LEP students may be paid proportionately from these categories of federal funds.

It is suggested that small districts initiate cooperative arrangements, working with other districts and/or education service centers, to share the cost of providing vocational assessment and guidance activities for special needs students.

Who to Assess

All handicapped, disadvantaged, and LEP students planning to participate in vocational education programs must have an assessment of their vocational interests and aptitudes.

Handicapped - Students considered handicapped in vocational education must be provided a vocational assessment during the year prior to their entry into vocational education during grades 9-12.

Disadvantaged - Students identified as educationally disadvantaged, economically disadvantaged, or limited English proficient (LEP) who are interested in vocational education programs must have a vocational assessment.

When to Assess

Vocational assessment is a continuous process throughout a student's participation in vocational programs. Guidelines for determining when to conduct the vocational assessment include:

1. A student entering vocational programs during the seventh or eighth grades will have a basic vocational assessment during the first year of participation in the vocational program. During such courses as prevocational, occupational orientation, occupational investigation, CVAE or VEH, special needs students will be administered vocational interest and aptitude assessment by qualified personnel.

2. A student planning to enter a vocational program in high school will have a basic vocational assessment during the year prior to entry into a vocational program.

3. For those students who participate in vocational programs at the seventh and eighth grade level but do not enroll in vocational programs until the tenth or eleventh grade in high school, additional vocational assessment to update records may be necessary during the year prior to entry into vocational education at the high school level.

4. Further assessment occurs during participation in vocational programs as the vocational teacher observes student behaviors in the pre-employment laboratories.

What to Assess

To accomplish long-range planning and appropriate vocational placement and instruction, the student's strengths and weaknesses, interests, abilities, and aptitudes must be determined. Areas of assessment may include, but are not limited to, the following:

- Basic skills: Reading comprehension, spelling, grammar, functional math, measurement, money handling
- Sensory and motor skills: Dexterity, coordination, strength, mobility, range of motion, visual acuity, auditory acuity
- Learning preferences: Receptive, expressive
- Vocational skills and aptitudes: Use of tools, materials, and equipment, general potential for work
- Career awareness and interest: Knowledge of jobs, expressed interests, observed interests, etc.
- Behavior: Worker characteristics and habits, job seeking skills, job keeping skills

How to Assess

The following model for assessment for special needs students is designed to provide a logical sequence of data collection in three levels of assessment. The district may choose to use this model with suggested forms or may develop its own process for vocational assessment of students.

Level I Vocational Assessment

Level I is designed to provide a summary of preexisting information about a student's abilities and level of functioning and other pertinent facts. This level of assessment requires data collection and interpretation rather than additional testing. Cumulative files and transcripts will contain much of the Level I data for disadvantaged and LEP students. Special education data is available from the student's eligibility folder.

1. Cumulative records and transcripts and/or other forms of permanent records should be reviewed to obtain the data to build a student profile. Cumulative records will usually provide grades, group achievement and/or other test data, attendance, discipline records, and medical/health records. Vocational education performance data for educationally disadvantaged and LEP students will be available from achievement test scores (e.g., math, reading, writing, composition). Scores for current year from Texas Assessment of Basic Skills (TABS) or in following years from Texas Educational Assessment of Minimum Skills (TEAMS) test should provide adequate data. Suggested forms for the student profile are in Appendix F.

2. Special education data. A handicapped student being considered for vocational placement must have had a comprehensive assessment to determine that student's eligibility and specific need for special education services.

   Special education assessment data are found in the student's eligibility folder. The comprehensive assessment data which would be reviewed includes:

   a. assessment of language, pertinent medical information and physical, sociological emotional/behavioral, and intellectual factors, including assessment of adaptive behavior,

   b. assessment of the student's educational, developmental, and/or behavioral performance,

   c. assessment of the student's specific competencies in areas of educational needs and competencies related to vocational education, where appropriate, and

   d. specific modifications of instructional content, setting, methods, or materials required by the student to achieve and maintain satisfactory progress, including those that can be provided only through special education services and those adaptations necessary for the student's progress in regular classes.

3. Interviews or other methods of gathering data may be used to obtain information from the student, parent, and teacher. Examples of forms which may be used for these interviews are provided in Appendices A, B, and C.

   Informal interview with the student. The student should be interviewed to determine his or her interest in vocational education and social competence or adaptive behavior related to performance in vocational education. A teacher or counselor who has good rapport with the student may conduct this part of the assessment.

   Informal conference or interview with the student's parents (if the student is under 18). The parents should be interviewed to determine their career expectations for the student and to discuss their perceptions of the student's social competence or adaptive behavior as it relates to performance in vocational education.

   Teacher interview. Former teachers should be interviewed to collect information related to personal characteristics and interpersonal skills. (The teachers may be a vocational teacher at the junior high school level or may be any teacher familiar with the individual student.)

In addition to the above information, a review of student behaviors by teachers and/or counselors may be beneficial. In Appendix D, a "Vocational Behavior Checklist: Preliminary Screening for Placement in Vocational Training and Job Entry" is provided for your review and use.

Level II Vocational Assessment

The Level II assessment will include the collection of data related to the individual student's vocational interests and aptitudes. The objective of this assessment is to collect and interpret additional information about a student's vocational interest, ability and aptitude, including vocational awareness and work-related behaviors. A representative list of assessment instruments is included in Appendix E. Obviously not all instruments should be administered to each student. If one test provides adequate information for planning purposes, that may be the only test administered.

1. Vocational interest assessment is a measure which assesses a student's preferences for activities or topics. Responses are analyzed by comparing them with the responses of people in a particular occupation. This type of test may require the student to look at pictures or it may be in a written format.

2. Vocational aptitude assessment is a measure of a student's ability to profit from training or experience in an occupation or skill. The test may be of the paper/pencil type or it may require performance tasks. Vocational aptitude information is essential in planning an appropriate vocational placement for special needs students. Aptitude will include such things as manual dexterity, spatial ability, eye-hand coordination, physical strength, perceptual abilities, and physical attributes.

Selection of Vocational Assessment Instruments

A representative list of assessment instruments for use with the handicapped, educationally disadvantaged, economically disadvantaged, and LEP students is provided (Appendix E). Some assessment instruments may be appropriate for single student populations and others for all student populations. Assessment instruments vary within the following groups: (1) interest inventories--either pencil/paper or picture (for nonreaders), (2) aptitude--either pencil/paper or performance, (3) combination aptitude and interest. Some assessment instruments have computer-generated tests and reports while other instruments must be hand scored and reports written by qualified personnel. Some assessment instruments must be given to individual students while others may be administered to groups of students. Qualifications and numbers of personnel and administration time must be considered when selecting vocational assessment instruments.

Student Populations and Instruments

Economically disadvantaged students who are not behind educationally may receive support in the form of a work study program. If these students have average reading skills, they will be able to handle pencil/paper assessments as well as

other types of assessments. Some of the following assessment instruments may be considered for these students:

Combination Interest and Aptitude: APTICOM, MESA, and OASIS.

Aptitude: CAPS

Interest Inventories: COPS, CASE, PIC

Educationally disadvantaged students typically have reading problems and other educationally related deficiencies. These students will need support in the form of program modifications, instructional support, remedial or tutorial services, and/or career guidance. Since reading skills are lacking, pencil/paper tests may not be appropriate for these students. Some of the following assessment instruments may be considered for the academically disadvantaged:

Combination Interest and Aptitude: APTICOM, MESA, AND OASIS (sixth grade reading level)

Aptitude: SAM

Interest Inventory: CASE, PIC

Limited English proficient students have communication problems. These students may need support in vocational programs in the form of a modified program, adapted curriculum, or special assistance such as interpreter and/or tutorial services. The assessment instruments should either be available to the LEP student in his/her native language, require no reading, or when necessary be administered with the assistance of bilingual school personnel or community members who will translate the instrument for the student.

Handicapped students have a variety of handicapping conditions and various methods of assessment may be used. A variety of vocational assessment instruments are available to vocationally assess handicapped students. Some of the following assessment instruments may be considered for use with the handicapped students:

Mildly Handicapped: Combination Interest and Aptitude: APTICOM, MESA, OASIS (sixth grade reading level)

Aptitude: SAM, CAPS

Interest Inventory: COPS, CASE, PIC

Moderately Handicapped with Low IQ:

Aptitude: McCarron-Dial

Interest Inventory: Becker Reading Free Vocational Interest

Level III Vocational Assessment

Level III assessment, comprehensive vocational evaluation, is conducted when the school personnel cannot identify long-range goals or place a student in a vocational program based on the information gathered from the first two levels of assessment. Additional data is then needed to

make a decision regarding appropriate vocational planning for and/or placement of the student. The additional assessment may include observation of exploratory experiences in a series of vocational classroom and/or work samples.

1. Observation of exploratory experiences. A district may choose, as one method of assessment, observation through exploratory vocational experiences. This exploration may take place in a classroom, on campus, or at a training site in the community. Careful planning is necessary to design a process for observation of exploratory experiences and evaluation of the student's work behaviors. Several types of settings that may be used for these exploratory experiences are:

   a. Special education vocational readiness training may be designed incorporating a simulated exploratory setting to allow implementation of assessment as an integral part of the instructing curriculum.

   b. On-campus exploratory experiences may be designed to allow students to have job experience on a trial basis in a school setting. Close supervision and observation by special qualified education personnel to assist in the collection of data will be necessary when these experiences are to be used as part of a vocational assessment.

   c. Vocational education classes at the junior high school level including Exploratory Industrial Arts and Occupational Investigation may be used for observation and evaluation in the classroom setting. The vocational teachers may provide information as part of teacher observation. In-depth observation and evaluation of student work habits, behaviors, and skills may be assessed by qualified special education personnel trained in observation evaluation techniques.

   d. Vocational education facilities at the high school level may be used, with approval from vocational personnel, for observation and evaluation as a part of the total assessment process. The following requirements must be met in this cooperative effort between vocational education and special education personnel:

      . Both vocational teacher and special education evaluation personnel must be present in the vocational laboratory.

      . This observation and evaluation must be done at a time during which the laboratory is not in use, before or after school. Observation in a small class (less than 10 students) may be used only when such observation does not have a negative effect upon the established vocational program and does not affect the progress of other students in that vocational program (TAC Chapter 78.104). A vocational teacher may be assigned to assist in conducting this evaluation during a period when he or she has no teaching assignment.

- Students must not be allowed to use the equipment unless they have passed the appropriate safety tests.

- A maximum of two weeks' time must be allowed for each student in this evaluation setting.

2. Work samples. The work sample method of evaluation uses a simulation of an occupational task, business operation, or a component of an occupational area. Work samples may be taken directly from a job and represent the actual work process, including the equipment and tools of the area and also the duties of the job. By using this method, the evaluator has the opportunity to test for particular capabilities while the student directly experiences some aspects of an occupation. Work sample systems may be purchased; some can be tailor-made to match the needs of individual schools. Some work samples are individually administered while others are available for small group administration. Work samples vary in the amount and type of training needed by school personnel who will administer them. Some constraints to be considered are space requirements, scheduling, staff assignments, and cost of equipment.

   Locally developed work samples may be used which directly relate to vocational programs available in the district and employment opportunities in the community. Some constraints on locally developed work samples are the amount of time required to develop them, the lack of standardized administration and scoring techniques, and the validity of the newly developed assessment instrument.

A "Profile for Special Needs Students" is provided in Appendix F. The profile will allow the assemblage of data obtained during the basic assessment Level I and II to be organized in a single usable document. This student profile may be used when planning support services for special students.

Use of Data

Information obtained from vocational assessment may be used in the following ways:

- to determine whether vocational program placement is appropriate

- to determine the eligibility for special services available for disadvantaged and LEP students

- to determine the remedial needs

- to identify need for modified instructional materials

- to identify the need for other support services including adaptations of curriculum, methods of instruction, equipment, and facilities

- to provide a data base for guidance and counseling and career development activities for individual students.

The data provided through the vocational assessment should be reviewed by counseling and guidance personnel. Based on the data collected, recommendations for vocational placement should be made. Knowledge of each vocational training program will be beneficial in this decision making process. A "Comprehensive Analysis of a Vocational Training Program" is provided in Appendix G. This analysis provides information about essential program characteristics and skill requirements of the particular program. When completed by teachers in the district or local employers, this job analysis information may assist in matching individual vocational assessment data with vocational programs available in the district.

II. Vocational Support Services

A support center may be developed to house the equipment and materials and to provide the setting for vocational assessment and instruction for students with special needs. It should be developed to provide the special services needed by students with special needs to participate in vocational programs. A support center should have hardware and software to be used for remedial and/or repetitive instruction. The Center should also include personnel who function as support persons for handicapped and disadvantaged students.

The vocational support center should be located in close proximity to the vocational facilities but be separate from an actual vocational class. The support center may house the fixtures and equipment including but not limited to:

- desks
- study carousels
- tape recorders
- computers
- software for repetitive instruction
- individualized audiovisual equipment and software
- vocational assessment equipment/materials
- specialized instructional equipment/materials
- calculators

Specialized equipment and materials should be available for use in remedial instruction. Although equipment and materials are necessary, additional personnel are essential and provide the key to provision of support to students in vocational programs.

Teachers and/or teacher aides may be assigned to act as support persons to handicapped, disadvantaged, and LEP students. Services provided by these support teachers will include but not be limited to:

- administration of all or part of the vocational assessments
- remedial instruction in basic skills
- tutorial instruction in vocational competencies
- team teaching with vocational teacher
- individualized instruction to handicapped, disadvantaged, and/or LEP students in the vocational classroom

- instruction in career awareness and job readiness areas under the supervision of qualified counseling and guidance personnel

- remedial or supplementary instruction indicated as a result of the vocational assessment

Individual vocational assessment reports will identify the necessary support services needed by a student to allow his/her participation in a vocational program. Suggested forms are included in Appendices H, I, and J for use in identifying the vocational support services needed with handicapped, disadvantaged, and LEP students.

Provision of vocational support services for the students with limited English proficiency (LEP) are essential when these students participate in vocational programs. Services to provide for the unique needs of the LEP will include but not be limited to: assessment of proficiency in English for eligibility purposes, vocational interest and aptitude assessment, supplemental support services, and special bilingual and/or English as a second language (ESL) materials.

The assessment to determine the English oral language proficiency and the English reading and writing proficiency of students is the responsibility of the school district. Those students who are determined to be eligible for bilingual or ESL programs will be eligible to receive vocational support services as an LEP student in vocational programs.

Model programs of supplemental services for LEP students in vocational have been identified, Friedenberg and Bradley, 1984. Bilingual job skills instructions may be provided for LEP students whether or not the instructor is bilingual. The following are suggested models:

Concurrent language approach--The concurrent language approach requires the vocational instructor to use two or more languages, switching from one to another. Ideally, the vocational instructor switches languages to clarify instruction. If the vocational instructor knows little of the LEP students' native language(s), she or he can still learn to provide positive reinforcement in the other language(s). Although limited, this use of the students' native languages is worthwhile and can be supplemented by bilingual teacher aides or peer tutors.

Bilingual aide approach--In the bilingual aide approach, an English-speaking vocational instructor is assisted by a paid or volunteer paraprofessional or community member who helps to assess the LEP students' native language, translate instructional materials, tutor LEP students individually, and evaluate student progress.

Peer tutor approach--The peer tutor approach is similar to the bilingual aide approach, but the "aide" is another student whose role is limited to clarifying instruction. It should be emphasized that peer tutors do not evaluate other students.

Resource center approach--The resource center approach involves having LEP students leave the vocational classroom and receive tutoring in their native languages in a resource center. Resource centers are typically used when there are too few LEP students in each class to warrant in-class bilingual instruction, or when there are too many different language backgrounds in each class to make bilingual instruction practical. In the latter case, all of the native language tutors are available at one common resource center.

Bilingual instructional materials approach--The bilingual instructional materials approach is used when there are no bilingual personnel available in the vocational education center. In this case, a consultant, a volunteer from the community, an aide, a colleague, or an experienced student provides written or taped translations of the instructional materials so that LEP students can work independently. It should be kept in mind that both commercially produced and imported bilingual instructional materials are available.

The Vocational Special Needs Library at Texas A&M University, (512) 845-2444, has materials available for use with the LEP student. Also see Appendix K for sample resources.

III. Guidance and Counseling Activities

Guidance, counseling, and career development activities should be an integral part of the support system for students with special needs. Guidance functions may require specialized skills and training for personnel involved inasmuch as recipients are exceptional by nature.

Counseling and guidance personnel may be assigned to work part time or full time with handicapped, disadvantaged, and LEP students. Services provided by guidance personnel will include but not be limited to:

- administration and/or supervision of the administration of vocational assessment of the handicapped, disadvantaged, and LEP
- interpretation of the results of the vocational assessment and making recommendations for support services needed by the handicapped, disadvantaged, and LEP
- provision and/or supervision of the provision of guidance counseling and career development activities for handicapped, disadvantaged, and LEP students which are designed to facilitate the transition from school to post-secondary training or to post-school employment and career opportunities
- reviewing vocational assessment data for handicapped students and in cooperation with special education personnel recommending appropriate vocational program placement for handicapped students
- in cooperation with special education personnel, identifying and recommending to the Admission, Review and Dismissal (ARD) committee support services which will be needed by individual handicapped students
- participating as a member of the ARD committee when placing the handicapped student into a vocational education program and developing the Individual Education Plan (IEP)
- coordination of all vocational activities and services with special education, compensatory education, bilingual or ESL programs to provide support services needed by vocational students who are also served by these service providers

Coordination of Services with the Job Training Partnership Act (JTPA)

This document has described the vocational assessment, support services, and guidance activities requirements of the Card D. Perkins Vocational Education Act under the Criteria for Services and Activities for the Handicapped and for the Disadvantaged, Section 204. Similar services are fundable through the Job Training Partnership Act (JTPA). Local districts are encouraged to contact service delivery areas (SDAs) to identify resources which may be available for serving economically disadvantaged students.

Section 123 of the Job Training Partnership Act (JTPA) provides funding for joint programs between JTPA and educational entities, including vocational education. Career exploration, occupational specific skills, job counseling, job search assistance, on-the-job training, literacy and bilingual training, pre-apprentice programs, and supportive services are examples of the kind of training activities that may be offered under JTPA. The JTPA allows 100% funding of these similar services for the economically disadvantaged students. With prior planning and collaboration with the JTPA service delivery areas (SDAs), the local district may jointly fund vocational assessment, support services, and guidance for economically disadvantaged students.

Specific considerations for planning this joint funding include: (1) federal vocational funds must be matched with 50% local or state funds, (2) JTPA funds may be used to pay 100% of the support services for economically disadvantaged, LEP, and handicapped students age 16 through 21, (3) a tracking system must be developed to identify use of JTPA, federal vocational, and state or local funds, (4) joint criteria for eligibility of economically disadvantaged based on income must be established which satisfy criteria in both acts.

The Texas Education Agency and the Texas Department of Community Affairs (the state agency which oversees the SDAs) are now developing guidelines for statewide dissemination to assist districts in serving the special populations in vocational education through cooperative and non-duplicative funding of services allowable through the Carl D. Perkins Vocational Education Act and the JTPA. Districts are encouraged to contact their local Private Industry Council for specific information about local JTPA programs.

Reference

Friedenberg, Joan, and Bradley, Curtis, "Bilingual Voc Ed," 1984. (Available from The National Center for Research in Vocational Education, Columbus, Ohio 43210.)

Texas Education Agency, "Guidelines for Vocational Assessment of the Handicapped," 1980.

Texas Education Agency, "Vocational Assessment for the Handicapped Students," 1980. (Project conducted by Region XX Education Service Center, San Antonio.)

Texas Education Agency, "Vocational Assessment of Students with Special Needs: An Implementation Manual," 1982. (Available from Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.)

Appendix A

STUDENT INTERVIEW
VOCATIONAL ASSESSMENT

DATE: _____

NAME _____ SCHOOL _____

AGE _____ GRADE _____ BIRTHDATE _____

INTERESTS AND ACTIVITIES:

1. What do you like to do most when you are not working or going to school?

   SPORTS? _____ CLUBS, ORGANIZATIONS? _____ HOBBIES? _____

2. Do you have any jobs at home? _____ What? _____

3. What job(s) do you think you would like to do and be good at doing?

   _____ Why? _____

EDUCATIONAL INTERESTS:

4. Would you like to enroll in a vocational program? _____ Which one? _____

5. Have you had any previous work training? _____ What? _____

6. What do you plan to do after high school?

   College
   Military Service
   Trade School

   Employment-Type of Job? _____

   Other _____

OCCUPATIONAL AND CAREER AWARENESS:

7. What do employers look for when they hire someone?

   _____

8. What are some reasons people get fired from jobs?

   _____

9. What would an employer like about you? _____

   _____ Not like? _____

TUDENT'S ATTITUDE AND SELF-KNOWLEDGE: Check the ones that best describe you.

MOST OF THE TIME	SOMETIMES	NEVER

DEPENDABLE
PUNCTUAL
PATIENT
EVEN-TEMPERED
COMPLETES TASKS
WELL-GROOMED
LIKES TO WORK WITH OTHERS
LIKES TO WORK ALONE
LIKES TO LEARN SOMETHING NEW
DOES DAILY CHORES/HANDLES RESPONSIBILITIES AT HOME

STUDENT'S PREFERRED WORKING CONDITIONS: Think carefully about the following work conditions. Each group lists conditions that are very different. Check the condition in each group that you prefer.

1.	_____INDOORS	_____ OUTDOORS	_____BOTH
2.	_____WITH PEOPLE	_____WITH THINGS	_____WITH IDEAS
3.	_____MOVING AROUND	_____SITTING/STANDING STILL	_____BOTH
4.	_____BUSY PLACE	_____QUIET PLACE	_____BOTH
5.	_____WEAR UNIFORM	_____DRESS CLOTHES	_____CASUAL CLOTHES
6.	_____SAME TASK	_____DIFFERENT TASKS	_____BOTH
7.	_____UNSKILLED	_____SEMI-SKILLED	_____SKILLED
8.	_____SUPERVISED	_____UNSUPERVISED	_____BOTH
9.	_____DIRTY	_____NEAT AND CLEAN	_____BOTH
10.	_____ONE PLACE	_____TRAVEL	_____BOTH
11.	_____DAYTIME	_____NIGHTTIME	_____BOTH
12.	_____AROUND DANGER	_____SAFE PLACE	_____BOTH

COMMENTS:

INTERVIEW: _____

Appendix B

PARENT INTERVIEW
VOCATIONAL ASSESSMENT

NAME OF STUDENT _____ SCHOOL _____

DATE _____ GRADE _____ BIRTHDATE _____ TEACHER _____

FATHER'S OCCUPATION _____

MOTHER'S OCCUPATION _____

NAME OF PARENT(S) _____

ADDRESS _____

I. EXPECTATIONS:

1. What do you see your child doing after high school? (Circle answer)

   College — Employment-Type of Job? _____
   Military Service
   Trade School — Other _____

2. What kind of job or work does your child seem interested in at this time?

   _____

3. Has your child had any previous work training? (Training under parent, relative, friend)

   _____

4. What job skills would you like your child to learn in school?

   _____

5. What does your child like to do most when he/she is not working or going to school?

   _____

6. Are there vocational education courses you want your child to take while he/she is in school?

   _____

7. Are you aware of any behaviors that might interfere with your child's getting and holding a job?

   _____

II. STUDENT'S ATTITUDE: Check the ones that describe your child best.

MOST OF THE TIME	SOMETIMES	NEVER

Dependable
On time for appointments
Patient
Even-tempered
Completes tasks
Well-groomed
Likes to work with others
Likes to work alone
Likes to learn something new
Does daily chores/handles responsibilities at home

COMMENTS:

Appendix C

TEACHER INTERVIEW
VOCATIONAL ASSESSMENT

STUDENT'S NAME _____ SCHOOL _____

TEACHER _____ DATE _____

TAUGHT STUDENT _____ IN GRADE _____
(Subject)

I. PERSONAL CHARACTERISTICS - Related to work attitudes	Most of the Time	Some of the Time	Never
A. Appearance - Cleanliness of body, clothing, shoes; appropriate grooming--hair, make-up, shave, etc.			
B. Personal Habits and Manners - Appropriate use of manners. Does not interrupt others. Does not use loud or profane language.			
C. Attitude - Shows interest and enthusiasm for an assigned task. Accepts direction. Demonstrates a sense of loyalty.			
D. Industriousness - Demonstrates interest and initiative and enthusiasm. Stays on task.			
E. Effort - Works to the best of ability. Applies self to task at hand. Is cooperative, interested.			
F. Self-criticism - Realistically views own ability to do task; can see own shortcomings makes effort to improve.			
G. Criticism from Others - Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.			
H. Self-concept - Feels good about self. Is realistic about personal strengths and weaknesses. Is self-confident; does not dwell on disabilities but tries to maximize strengths.			
I. Punctuality - Arrives on time for class and from breaks. Is on time for appointments.			
J. Attendance - Has appropriate attendance record.			

II. INTERPERSONAL - Skills

	Most of the Time	Some of the Time	Never
A. Social Skills-Personal - Pleasant, outgoing, friendly; has characteristics which help the student to be more acceptable to fellow workers/ students.			
B. Worker-Relationships - Ability to get along, fraternize, converse, integrate with teacher/ supervisor on a respectful plane.			
C. Cooperation-Attitude - Ability to work with others. Recognizes necessity of cooperation.			
D. Cooperation-Performance - Able to perform as a member of a team effort; works smoothly with others; cooperates with others.			
E. General Activity Level - Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.			
F. Calmness with Change - Ability to accept changes in situation without becoming upset. Able to take directions, reprimands, suggestions without losing temper or showing emotional outburst or decrease in work production.			
G. Attention - Always pays close attention to work and directions. Ability to center attention toward the teacher or supervisor.			

COMMUNICATION SKILLS

(circle one)

A. Speech - (volume) soft moderate loud
(understandability) good poor: covers mouth with hand___ low volume___
speech impediment___

B. Eye Contact - generally present occasionally hardly ever none

C. Comprehension of Language - (understanding) good average poor

VOCATIONAL BEHAVIOR CHECKLIST: PRELIMINARY SCREENING FOR PLACEMENT IN VOCATIONAL TRAINING AND JOB ENTRY

Lawrence T. McCarron, Ph.D.

NAME _____ AGE _____ SEX _____

TEACHER _____ GRADE _____

FIRST SEMESTER REPORT _____

SECOND SEMESTER REPORT _____ HOURS IN RESOURCE ROOM _____

MARK THE STATEMENT WHICH DESCRIBES THE STUDENT

	NEEDS EXTENDED REMEDIAL PROGRAM		TRIAL BASIS WITH REMEDIAL ASSISTANCE		READY FOR PLACEMENT	
INTERPERSONAL RELATIONSHIPS Appearance & Mannerisms	Unkept appearance or annoying mannerisms.		Occasional inappropriate appearance or annoying mannerisms.		Appropriate appearance and mannerisms.	
Interaction with Others	Inappropriate or aggressive interaction with others.		Interacts with a limited number of familiar persons.		Appropriately interacts with many different people.	
DIRECTION FOLLOWING Instructional Procedures	Does not consistently follow directions.		Needs assistance in either oral or written instructions.		Follows both oral and written instructions.	
Safety Standards	Disregard for safety of self and others.		Minimal infractions of safety or careless distractible behavior.		Follows standards of safe conduct.	
SELF-RELIANCE Initiative	Requires direct, constant supervision to initiate and maintain performance.		Requires intermittent supervision or may not ask for help when needed.		Works independently and asks for help when needed.	
Retention of Information	Requires structuring of tasks and directed prompting.		Occasionally needs repeated instructions and prompting.		Remembers task organization and initiates activity.	
RESPONSIBILITY Reliability	Other persons have to assume responsibility for work.		Occasionally unreliable in assuming own responsibilities.		Maintains personal responsibility for materials and work.	
Adherence to Standards	Flagrant violation of policies, work schedule and conduct.		Occasional infractions of policies and work schedule.		Adheres to policies and work schedule.	
ADAPTABILITY Application of Skills	Unable to apply basic skills in learning vocational tasks.		Needs assistance in application of acquired skills to learn vocational tasks.		Can apply acquired basic skills to learn vocational tasks.	
Flexibility	Changes in work or environment result in substantial reduction in productivity.		Has some initial difficulty accomodating to changes in work or environment, with temporary reduction in productivity.		Accomodates to change in work or environment and maintains productivity.	

	NEEDS EXTENDED REMEDIAL PROGRAM		TRIAL BASIS WITH REMEDIAL ASSISTANCE		READY FOR PLACEMENT	
WORK STABILITY Focused Attention	Environmental stimuli disrupts and discontinues performance.		Environmental distractors temporarily interrupt performance.		Maintains work performance despite environmental distractions.	
Persistence	Lacks determination. Unable to persist at a task until completed.		Occasional encouragement needed to persist on and complete task.		Able to sustain work performance until completed.	
LEARNING CAPACITY Productiveness	Performs work at an extremely slow rate and unable to complete task within specified time frame.		Inconsistent rate of work performance. Productivity varies from task to task.		Performs work at an acceptable rate.	
Quality	Consistently poor quality of work (i.e. sloppiness, incomplete, frequent errors).		Inconsistent quality of work. (i.e. one area of work completed well, while another poorly done).		Consistently good quality of work; few errors.	
RESPONSE TO TRAINING Accepts Supervision	Rejects and is resistent to suggestions and corrections.		Accepts suggestions, but may be resistent to corrections.		Accepts and responds to suggestions and corrections.	
Improvement of Skills.	Work skills show little or no improvement with training.		Work skills show some, but inconsistent improvement with training.		Work skills show noted and consistent improvement with training.	
STRESS TOLERANCE Emotional Stability	Becomes easily upset, emotionally distressed and disorganized.		Occasionally becomes emotionally upset, but able to regain calm composure and resume work.		Remains emotionally calm even under stress.	
Impulse Control	Impatient, unable to wait turn, acts without anticipating consequences of behavior.		Occasionally becomes impatient or does not wait turn. Is able to regain self-control.		Consistent, predictable behavior. Adequate self-control.	
WORK ATTITUDE Work Satisfaction	Disgruntled and dissatisfied with the work/and environment.		Has a neutral, undeveloped attitude toward the work and environment.		Finds pleasure and satisfaction in the work and environment.	
Self-image	Has a negative, demeaning self-image and pesimistic outlook.		Has an indifferent self-image and undefined outlook.		Has a positive self-image and optimistic outlook.	

Developed by Lawrence T. McCarron, Ph.D, as a part of a program improvement project under contract to the Department of Occupational Education and Technology, the Texas Education Agency.

Combination Interest and General Aptitude

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
APTICOM Individual	Vocational Research Institute Jewish Employment and Vocational Services, 1700 Samson Street, Philadelphia, PA (215) 893-5911	$4,640	Measures the same aptitudes as the GATB; assesses interests and develops an aptitude-interest interaction report	Computer generated testing format weighing approximately 27 lbs. Self-scoring	45 minutes	Sales representative in Texas is James E. Anderson, 10157 D Cashel Street, Baton Rouge, LA 70815, (504) 926-4091. Is being used extensively with the Job Training Partnership Act
Valpar Micro-Computer Evaluation and Assignment (MESA) Individual or Group	Valpar Corporation, 3801 East 34th Street, Tucson, AZ 85713 (602) 790-7141	$10,100	Vocational screening and assessment compares performance to D.O.T. qualifications	Hands-on computer activities	3.5 hours	Computer generated reports with evaluative summary; cost quoted is for 4 work stations, complete package including computer
Occupational Aptitude Survey and Interest Schedule (OASIS)	PRO-ED, 5341 Industrial Oaks Boulevard, Austin, TX 78735 (512) 892-3142	$93	Aptitude and interest assessment; sixth grade reading level	Paper and pencil format using test booklet and answer sheets	90 minutes	Cost and length of test include both the aptitude and interest portions; these sections may be obtained separately on a 30-day trial basis available

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
McCarron-Dial Evaluation System Individual	McCarron-Dial Systems, Inc., P. O. Box 45628, Dallas, TX 75245 (214) 247-5945	$1250	Assess a variety of functional abilities; can be used with non-readers and low IQ individuals (MR)	Assessment consists of three broad components: 1. Paper and pencil 2. Visual discrimination 3. Gross motor testing	3-4 hours	Training is required; computer software and adaptation for the visually impaired is available
Skills Assessment Module (S.A.M.)	Piney Mountain Press, Inc. Box 333 Cleveland, GA 30528	$1995	Assesses students' manipulative and and cognative strengths	Hands-on activities using skill modules	90 minutes	Sales representative in Texas is the Education ConneXtion 12597 Montego Plaza Dallas, TX 75230 (214) 999-5252
Career Ability Placement Survey (CAPS) Individual or Group	Educational Industrial Testing Service, P. O. Box 7234, San Diego, CA 92107 (619) 222-1666	$54	Measurement of aptitudes keyed to entry requirements of jobs in 14 occupational clusters; 8th grade up	Paper and pencil testing format	40 minutes	Good reading skills required; price includes 30 self-scoring answer booklets

Interest Inventories

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
Becker Reading Free Vocational Interest Inventory Individual or Group	Elbern Publish. Columbus, Ohio (614) 235-2643	$24	Identify areas of vocational interest at the non-skilled and semi-skilled level	Nonreading, picture format; student identifies pictures of certain jobs	20 minutes	1981 revisions combine test for both sexes. Price quoted includes 20 test booklets. Sample sets are available
California Occupational Preference Systems (COPS) Individual or Group	Educational and Industrial Service, P. O. Box 7234, San Diego, CA 92107 (619) 222-1666	$36.25	Assist in career decision making at junior high school age and above	168 items; student indicates a like or dislike of the jobs represented	30 minutes	Client scoring format available; price quoted includes 100 answer sheets and 25 reusable books
Career Assessment Survey Exploration (CASE) Individual or Group	America Assessment Corporation P. O. Box 1125 Gardendale, AL 35071 (205) 631-3339	$430	Occupational interest inventory; age 14 and above	Audio/visual presentation	45 minutes	Distributed in Texas by Bonnie Krause (214) 991-5252; price includes audio/visual materials
Pictorial Inventory of Careers (PIC) Individual or Group	Talent Assessment P. O. Box 5087 Jacksonville, FL 32247-5087	$495	Interest assessment correlated to D.O.T.	35mm filmstrip and cassette hand scoring necessary	20 minutes	Sales representative in Texas is the Education ConneXtion 12597 Montego Plaza Dallas, TX 75230 (214) 999-5252

Appendix F

PROFILE FOR SPECIAL NEEDS STUDENTS
(Summary)

Level I

Name _____ Birthdate _____ Grade _____ Sex _____

School _____ Attendance _____

Cumulative Data

Academic Performance _____ Grade Level _____ Below Grade Level _____

TEAMS Test _____Math _____Reading _____Writing

_____Composition _____Aggregate _____ Percentile Rank

Other Assessment Scores _____

Interview and Observation

STRENGTHS	LIMITATIONS
Personal Characteristics:	Personal Characteristics:
Interpersonal Skills:	Interpersonal Skills:
Career Awareness:	Career Awareness:
Student Attitude:	Student Attitude:
Vocational Behaviors:	Vocational Behaviors:
Physical:	Physical:
Interests:	Interests:

Level II

Interests:

Aptitude:

STRENGTHS	LIMITATIONS
General Learning Ability:	General Learning Ability:
Verbal:	Verbal:
Numerical:	Numerical:
Perception (Spacial, form, clerical):	Perception (Spacial, form, clerical):
Motor Coordination:	Motor Coordination:
Eye Hand Coordination:	Eye Hand Coordination:
Dexterity:	Dexterity:

Recommendations:

Comprehensive Analysis of
A Vocational Training Program

Vocational Program Title: _____

Location: _____

Teacher: _____

I. Occupational Cluster

Match the program to an Occupational Cluster. Circle the cluster which best describes the job.

1. Professional, Technical and Managerial Occupations
2. Clerical and Sales Occupations
3. Service Occupations
4. Agricultural, Fishery, Forestry, and Related Occupations
5. Processing Occupations
6. Machine Trades Occupations
7. Bench Work Occupations
8. Structural Work Occupations
9. Miscellaneous Occupations

II. Unpleasant Working Conditions

Rate each working condition as applied to the vocational/training program. Mark an "X" in the space which best describes the working conditions.

	Continuous Exposure 76-100%	Extensive Exposure 51-75%	Intermittent Exposure 16-50%	Rare Exposure 1-15%	No Exposure 0%
1. Hazardous					
2. Loud Noises					
3. Vibrations					
4. Intense Light					
5. Hi/Lo Temp.					
6. Fumes					
7. Odors					
8. Toxic Materials					
9. Dust or Lint					
10. Poor Ventilation					

NOTE: The percent refers to the amount of time each program is involved in a particualr condition or skill. For example, if the program is not hazardous at any time, it is marked in the No Exposure 0%; while a program that exposes the worker to loud noises a little more than half the time is marked in the space Extensive Exposure 51-75%.

Job Characteristics
Mark an "X" in the space which best describes the characteristics of the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
DATA					
1. Money Transactions					
2. Measurement/Gages					
3. Weights/Scales					
4. Calculations					
5. Applied Reading Skills					
PEOPLE					
6. Working Around Others					
7. Supervised by Employer					
8. Co-worker Teamwork					
9. Customer Interaction					
10. Directing Work of Others					
THINGS					
11. Production Stress					
12. Precision/Quality Control					
13. Short Term Task Repetition					
14. Self-control of Work Pace					
15. Cleanliness					

IV. Sensory Capacity

Mark an "X" in the space which best describes the sensory capacities needed to perform the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
1. Visual Discrimination					
2. Color Vision					
3. Spatial/Form Perception					
4. Tactile (touch) Sensitivity					
5. Hearing/Talking					

Physical Capacity
Mark an "X" in the space which best describes the physical demands of the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
1. Use of Both Hands					
2. Hand Strength					
3. Eye-Hand Coordination					
4. Finger Dexterity					
5. Prolonged Sitting					
6. Standing/Walking					
7. Lifting/Carrying					
8. Balancing/Climbing					
9. Total Body Coordination					
10. Physical Endurance					

VI. Educational Requirements
Circle the educational requirements which apply:

0. Reading and math skills not required.
1. Third grade reading and math skills.
2. On-the-job training without completing high school.
3. High school diploma or G.E.D.
4. Vocational technical training.
5. College degree.

Developed by Lawrence T. McCarron, Ph.D. and Harriette Spires as part of a program improvement project under contract to the Department of Occupational Education and Technology, Texas Education Agency.

VOCATIONAL SUPPORT SERVICES FOR HANDICAPPED STUDENTS IN VOCATIONAL PROGRAMS

Student's Name _____ Grade Level _____ Age _____ Adult _____

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_____Agriculture
_____Occupational Home Economics Education
_____Marketing and Distributive Education
_____Industrial Arts
_____Consumer and Homemaking Education
_____Office Education
_____Health Occupations
_____Occupational Orientation
_____Industrial Education

Instructional arrangements: _____Regular Program _____CVAE _____VEH

Specific Class: _____

Characteristic of Student

Vocational assessment data show deficits in the following areas:

_____Communication skills
- _____Reading
- _____Writing
- _____Composition

_____Math skills
_____Vocational behaviors
_____Work attitudes
_____Career awareness
_____Is below grade level
_____Other (describe)

_____
_____

Support Services Needed

Items checked are the programs or services necessary for the student to succeed in the program:

_____Specialized vocational counseling
_____Extended community involvement
_____Use of teacher aides
_____Tutorial services and assistance
_____Integration of basic education and vocational subject matter
_____Team teaching in vocational programs
_____Curriculum modification (implementation, not development)
_____Adaptations in the career/employment goals for individual students
_____Changes in the rules regarding
- _____a. time allowed to complete a course or program
- _____b. time spent in the lab or classroom

_____Changes in the course of study in an individual student's program
_____Changes in the way program accomplishments are reported
_____Programmed and individualized instruction
_____Special teachers
_____Special teachers for job readiness (prevocational) instruction
_____Arrangements for transportation
_____Specialized equipment
_____Other (describe)

_____
_____

Check modifications of courses necessary for student participation.

_____Changes in reading requirements
_____Changes in listening requirements
_____Changes in math requirements
_____Changes in the methods of instruction
_____Changes in the pace of the instruction
_____Changes in the sequence of topics
_____Changes in tools, equipment, or machinery used in the classroom
_____Changes in the classroom environment
_____Changes in project or report requirements
_____Changes in the way tests are given

VOCATIONAL SUPPORT SERVICES FOR DISADVANTAGED STUDENTS IN VOCATIONAL PROGRAMS

Student's Name _____ Grade Level _____ Adult _____ Age _____

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_____Agriculture
_____Occupational Home Economics Education
_____Marketing and Distributive Education
_____Industrial Arts
_____Consumer and Homemaking Education
_____Office Education
_____Health Occupations
_____Occupational Orientation
_____Industrial Education

Instructional arrangements: _____Regular Program _____CVAE

Specific Class: _____

Characteristic of Student

Vocational assessment data show deficits in the following areas:

_____Communication skills
_____Reading
_____Writing
_____Composition
_____Math skills
_____Vocational behaviors
_____Work attitudes
_____Career awareness
_____Is below grade level
_____Other (describe)
_____
_____

Support Services Needed

Items checked are the programs or services necessary for the above disadvantaged student:

_____Specialized vocational counseling
_____Use of teacher aides
_____Tutorial services and assistance
_____Integration of basic education and vocational subject matter
_____Team teaching in special vocational education programs
_____Curriculum modification (implementation, not development)
_____Programmed and individualized instruction
_____Special teachers
_____Work study arrangements
_____Reduction of student-teacher ratio in special classes (CVAE)
_____Arrangements for transportation
_____Specialized instruction material and equipment
_____Other (describe)
_____
_____

Describe How Services Are To Be Provided

VOCATIONAL SUPPORT SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Student's Name _____ Grade Level _____ Adult _____ Age _____

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_____Agriculture
_____Occupational Home Economics Education
_____Marketing and Distributive Education
_____Industrial Arts
_____Consumer and Homemaking Education
_____Office Education
_____Health Occupations
_____Occupational Orientation
_____Industrial Education

Instructional arrangements: _____Regular Program _____CVAE

Specific Class: _____

Characteristic of Student

_____Native tongue is not English.
_____English is not the dominant language in the home.
_____Student has difficulties speaking and understanding instruction in the English language.

Vocational assessment data show deficits in the following areas:

_____Communication skills
_____Reading
_____Writing
_____Composition
_____Math skills
_____Vocational behaviors
_____Work attitudes
_____Career awareness
_____Is below grade level
_____Other (describe)
_____
_____

Support Services Needed

Items checked are the programs or services necessary for the above disadvantaged student:

_____Specialized vocational counseling
_____Interpreters (including peers)
_____Use of teacher aides
_____Tutorial services and assistance
_____Integration of basic education and vocational subject matter
_____Team teaching in special vocational education programs
_____Curriculum modification (implementation, not development)
_____Programmed and individualized instruction
_____Special teachers
_____Work study arrangements
_____Reduction of student-teacher ratio in special classes (CVAE)
_____Arrangements for transportation
_____Specialized instruction material and equipment
_____Other (describe)
_____
_____

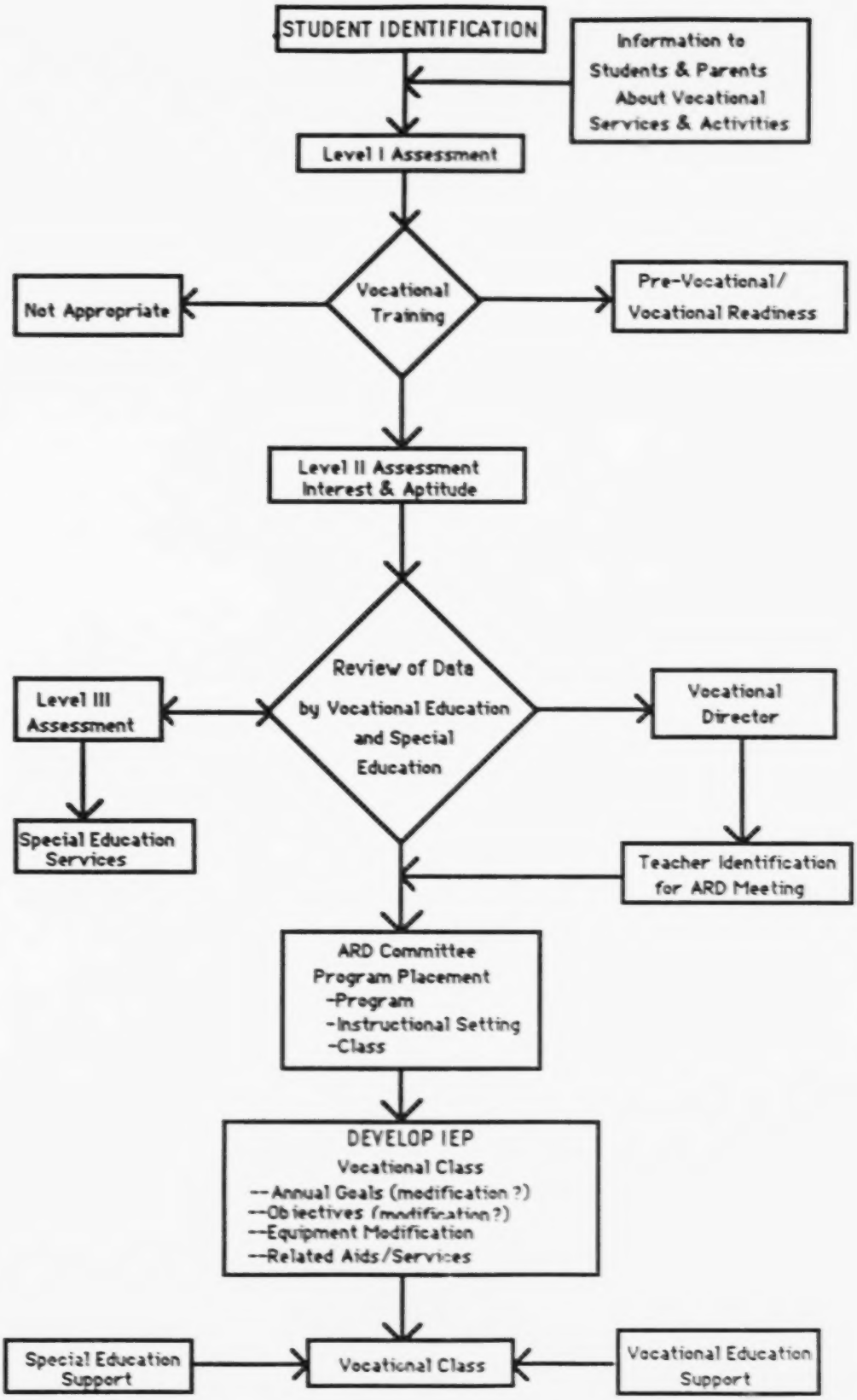
Describe How Services Are To Be Provided

APPENDIX K

SELECTED SOURCES OF BILINGUAL AND NON-ENGLISH VOCATIONAL MATERIALS

Source	Vocational Areas	Language(s)
Bilingual Publications Company 1966 Broadway New York, NY 10023	Air conditioning and refrigeration, auto mechanics, business education, commercial correspondence, electronics, health occupations, home economics, TV and radio repair	Spanish
Brolet Press 18 John Street New York, NY 10038	Electronics	Creole Portuguese Spanish
Chilton Book Company Radnor, PA 19089	Auto mechanics	Spanish
European Book Company 925 Larkin Street San Francisco, CA 94109	Agribusiness, air conditioning and refrigeration, auto mechanics, construction, data processing, electronics, health occupations, sewing, TV and radio repair, vocational teacher education	Spanish
Heffernan's Supply Company 2111 West Avenue Box 5309 San Antonio, TX 78201	Accounting, agribusiness, auto mechanics, commercial correspondence, construction, data processing, drafting, electronics, TV and radio repair	Spanish
Lab Volt Systems P. O. Box 686 Farmingdale, NJ 07727	Electricity and electronics	Multilingual
McGraw Hill 1221 Avenue of Americas New York, NY 10022	Business education, drafting, machine shop, welding	Spanish

Source	Vocational Areas	Language(s)
Milady Publishing Corporation 3839 White Plains Road Bronx, NY 10467	Cosmetology	Spanish
Minerva Book Company 137 West 14th Street New York, NY 10011	Air conditioning and refrigeration, auto mechanics, business education, health occupations, TV and radio repair	Spanish
Quality Book Company 400 Anthony Trail Northbrook, IL 60062	Auto mechanics, construction, electronics, TV and radio repair	Spanish
Richards Rosen Press 29 East 21st Street New York, NY 10010	Employability skills	Spanish
South-Western Publishing Company Dpto. de Ediciones en Espanol 5101 Madison Road Cincinnati, OH 45227	Business education, health occupations, industrial arts	Spanish
The French & Spanish Book Corporation 619 Fifth Avenue New York, NY 10020	Agriculture, auto repair, business education, carpentry construction, cosmetology, data processing, electricity, electronics, graphics arts, health occupations, heating, home economics, hotel and restaurant, photography, printing, real estate, radio and TV repair, refrigeration	French


STUDENT IDENTIFICATION
Information to Students & Parents About Vocational Services & Activities
Level I Assessment
Vocational Training
Not Appropriate
Pre-Vocational/ Vocational Readiness
Level II Assessment Interest & Aptitude
Review of Data by Vocational Education and Special Education
Level III Assessment
Special Education Services
Vocational Director
Teacher Identification for ARD Meeting
ARD Committee Program Placement
-Program
-Instructional Setting
-Class
DEVELOP IEP
Vocational Class
--Annual Goals (modification ?)
--Objectives (modification ?)
--Equipment Modification
--Related Aids/Services
Special Education Support
Vocational Class
Vocational Education Support